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ABSTRACT

This book addresses issues of impropriety and misconduct in the postsecondary teaching role. It reports on three surveys of faculty members conducted over 6 years at research universities, liberal arts colleges, and two-year community, junior, and technical colleges. In each survey an equal number of faculty members were selected from each of four disciplines: biology, history, mathematics, and psychology. Analysis examines how individual, disciplinary, and institutional differences influence professorial behavior in undergraduate teaching. The book finds that in contrast to the more explicitly understood and enforced rules of conduct in research, teaching norms are informally defined and observed. The book argues that a formal code of ethics for undergraduate teaching would serve the dual purpose of improving undergraduate education and elevating the status of college teaching. The 10 chapters address the following topics: (1) the centrality of norms to academic work; (2) design of the studies; (3) inviolable norms; (4) admonitory norms; (5) institutional type and norm espousal; (6) academic disciplines and norm espousal; (7) individual faculty characteristics and norm espousal; (8) social control of teaching misconduct; (9) prior formalized teaching prescriptions and proscriptions; and (10) implications for theory, research, policy, and practice. The survey and statistical analyses are appended. (Contains approximately 200 references.) (DB)

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